

Measure 2: Indicators of Teaching Effectiveness

Assessment: Student Evaluation Observation Form					
Fall 2018 - Spring 2019 (N=4)					
Institutional Standards (InTASC, Maryland P12 Priorities and CSU CF 1-3)	4-Exceeds Standards	3- Meets Standards	2- Needs Improvement	1- Unacceptable	Mean
Candidate demonstrates knowledge of learning theories, cultural diversity, and individual differences within and across the cognitive, linguistic, social, emotional, and physical areas, and how these impact design and implementation of developmentally appropriate learning experiences (InTASC 1, CF 1).	1(25%)	3(75%)	0(0%)	0(0%)	3.25
Candidate demonstrates knowledge, skills, and professional dispositions necessary to create culturally and academically responsive learning environments that enable each learner to meet high standards (InTASC 2 & 3 and CF 2).	2(50%)	0(0%)	2(50%)	0(0%)	3
Candidate demonstrates knowledge, skills, and professional dispositions necessary to work with others in creating environments that actively support individual and collaborative learning (InTASC 3 and CF 1)	3(75%)	0(0%)	1(25%)	0(0%)	3.5
Candidate demonstrates knowledge, skills, and professional dispositions necessary to positively impact on all P-12 students' learning and development through effective design and thoughtful execution of developmentally appropriate learning activities and outcomes assessments (InTASC 1-3 and CF 3).	2(50%)	2(50%)	0(0%)	0(0%)	3.5
Candidate demonstrates knowledge, skills, and professional dispositions necessary to integrate appropriate and relevant technology that support instructional and assessment activities (MTTS IV and V).	3(75%)	0(0%)	1(25%)	0(0%)	3.5
Candidate demonstrates knowledge of Maryland accountability elements as articulated in relevant Maryland College and Career-Ready Standards (MCCRS).	1(25%)	2(50%)	1(25%)	0(0%)	3
Candidate demonstrates knowledge, skills, and professional dispositions necessary to implement learning and assessment activities aligned with relevant Maryland College and Career-Ready Standards (MCCRS).	1(25%)	3(75%)	0(0%)	0(0%)	3.25
Program Standard I: Development, Learning, and Motivation					
Delivers a creative and relevant introduction which activates prior knowledge and engages students' learning. [ACEI 1.0, CAEP 3f, 4a]	2(50%)	2(50%)	0(0%)	0(0%)	3.5
Relates content to learner's interest and experiences to motivate students. [ACEI 1.0, CAEP 3f]	2(50%)	1(25%)	1(25%)	0(0%)	3.25
Considers the physical, cognitive, social, emotional, and moral development of the student to individualize the instruction. [ACEI 1.0, 3d]	3(75%)	0(20%)	1(25%)	0(0%)	3.5
Provides instruction that is achievable but also challenging for children at various developmental levels. [ACEI 1.0, CAEP 4f, 4g]	3(75%)	0(20%)	1(25%)	0(0%)	3.5
Provides developmentally appropriate learning experiences so all students can learn. [ACEI 1.0, CAEP 4f, 4g]	3(75%)	1(25%)	0(0%)	0(0%)	3.75
Applies learning theory and knowledge of human development to the teaching-learning process. [ACEI 1.0, CAEP 4a]	2(50%)	2(50%)	0(0%)	0(0%)	3.5
Utilizes knowledge of development stages (e.g. Piaget, Erickson) to plan lessons and select teaching strategies and activities [ACEI 1.0, CAEP 4a]	2(50%)	1(25%)	1(25%)	0(0%)	3.25

Program Standard II: Curriculum					
Demonstrates a high level of competence in the discipline/subject area. [ACEI 2.0, CAEP 2a-2d]	2(50%)	1(25%)	1(25%)	0(0%)	3.25
Uses writing, speaking, listening, and thinking skills to help students apply their developing skills to many different situations, materials, and ideas [ACEI 2.0, CAEP 4e]	1(25%)	2(75%)	1(20%)	0(0%)	3
Knows and uses the major concepts, skills, and processes in the subject area they teach [ACEI 2.0, CAEP 2a-2d]	1(25%)	3(75%)	0(0%)	0(0%)	3.25
Designs and implements age appropriate inquiry lessons to teach and build upon students' knowledge [ACEI 2.0, CAEP 3c]	1(20%)	1(40%)	2(40%)	0(0%)	2.75
Generates experiences to strengthen students' abilities to perform task in the content area [ACEI 2.0, CAEP 3f]	2(50%)	2(50%)	0(0%)	0(0%)	3.5
Creates instructional activities that allow students to examine constructivist learning theory [ACEI 2.0, CAEP 3f]	2(50%)	2(50%)	0(0%)	0(0%)	3.5
Demonstrates appropriate content knowledge reflecting the knowledge, skills, and disposition of the content area [ACEI 2.1-2.7, CAEP 2a-2d]	2(50%)	2(50%)	0(0%)	0(0%)	3.5
Demonstrates appropriate pedagogical content knowledge reflecting the knowledge, skills, and disposition of the content area [ACEI 2.1-2.7, CAEP 2a-2d].	2(50%)	1(25%)	1(25%)	0(0%)	3.25
Program Standard III: Instruction	4-Exceeds Standards	3- Meets Standards	2- Needs Improvement	1- Unacceptable	Mean
Motivates students to appreciate and be engaged in the subject matter [ACEI 3.1, CAEP 3f, 4a]	2(50%)	2(50%)	0(0%)	0(0%)	3.5
Utilizes a variety of resources (print and on-print) to benefit and enhance student learning [ACEI 3.1, CAEP 3c]	3(75%)	1(25%)	0(0%)	0(0%)	3.75
Identifies differences in approaches to learning including learning styles & differentiated instruction [ACEI 3.2, CAEP 3d]	3(75%)	0(0%)	1(25%)	0(0%)	3.5
Identifies and designs instruction appropriate to K-6 students' needs [ACEI 3.2, CAEP 3d]	2(50%)	2(50%)	0(0%)	0(0%)	3.5
Uses teaching strategies (e.g. cooperative learning, direct instruction) to encourage critical thinking and problem solving [ACEI 3.3, CAEP 4a, 4e-4g]	2(50%)	0(0%)	2(50%)	0(0%)	3
Demonstrates principles of effective classroom management. [ACEI 3.4, CAEP 3e]	2(50%)	2(50%)	0(0%)	0(0%)	3.5
Creates supportive learning environments for social interaction [ACEI 3.4, CAEP 1b]	2(50%)	2(50%)	0(0%)	0(0%)	3.5
Models effective communication strategies to convey ideas and ask questions [ACEI 3.5, CAEP 4e]	2(50%)	1(25%)	1(25%)	0(0%)	3.25
Uses oral and written discourse to develop student's understanding of subject matter [ACEI 3.5, CAEP 4e-4g]	2(50%)	2(50%)	0(0%)	0(0%)	3.5
Use a variety of media communication tools to enrich learning opportunities [ACEI 3.5, CAEP 4a]	3(75%)	1(25%)	0(0%)	0(0%)	3.75
Program Standard IV: Assessment	4-Exceeds Standards	3- Meets Standards	2- Needs Improvement	1- Unacceptable	Mean

Identifies assessments tools and strategies, accurately and systematically, that are necessary for monitoring student learning; [ACEI 4.0, CAEP 3a]	2(50%)	1(25%)	1(25%)	0(0%)	3.25
Uses appropriately a variety of formal and informal assessment techniques to evaluate student progress [ACEI 4.0, CAEP 3a]	2(50%)	2(50%)	0(0%)	0(0%)	3.5
Monitors their own teaching strategies and behaviors in relation to student success [ACEI 4.0, CAEP 3b]	2(40%)	1(40%)	1(20%)	0(0%)	3.25
Modifies plans and instructional approaches according to development of students [ACEI 4.0, CAEP 3b]	2(50%)	2(50%)	0(0%)	0(0%)	3.5
Uses data to drive instruction based on formative assessment [ACEI 4.0, CAEP 3b]	2(50%)	2(50%)	0(0%)	0(0%)	3.5
Program Standard V: Professionalism	4-Exceeds Standards	3- Meets Standards	2- Needs Improvement	1- Unacceptable	Mean
Knows and uses major areas of research on teaching and of resources for professional learning [ACEI 5.1, CAEP 5b]	1(25%)	3(75%)	0(0%)	0(0%)	3.25
Use classroom observation and information about students as sources for evaluating the outcome of teaching [ACEI 5.1, CAEP 1a]	2(50%)	2(50%)	0(0%)	0(0%)	3.5
Reflects and revises on daily teaching practices. [ACEI 5.1, CAEP 5b]	2(50%)	2(50%)	0(0%)	0(0%)	3.5
Uses academic and professional language in conferences with mentor teacher and university supervisor to express planning and preparation [ACEI 5.1, CAEP 5c]	2(50%)	2(50%)	0(0%)	0(0%)	3.5
Understands schools as organizations with the larger school community context and utilizes collaboration with school personnel (e.g.: mentor teacher, special educator, instructional support teachers) [ACEI 5.2, CAEP 5a]	2(50%)	2(50%)	0(0%)	0(0%)	3.5
Collaborates with university supervisor and mentor teacher; uses feedback from stakeholders to ensure successfully planned lesson [ACEI 5.2, CAEP 5c]	2(50%)	2(50%)	0(0%)	0(0%)	3.5